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PSYX 631.01: Intervention - Family Psychology

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Psychology 631- Family Psychology
Fall 2014
Christine Fiore, Ph.D.
M/W 10:40-12:00

Week 1: January 25/29: **Overview & History: Intro Family History Theory and Concepts of Family Therapy**

Monday: Organizational meeting and summary of course requirements and topics.

- Friday: (1) Kaslow
(2) 21st Century Psychotherapies

Week 2: Feb 1/5

- (1, 2) Froma Walsh, Normal Family Process: Chapters 1 & 2: "Changing Family in a Changing World" "Clinical Views of Family Normality, Health and Dysfunction"

Week 3: February 8/12 **Intro To Family Psychology and Family Research**

- (1) Goldberg, H. & Goldberg, I. (2013) *Family Therapy: An overview*. (Eds.) 439-466. Brooks/Cole: Belmont, CA.
(2) Sprenkle, D. H. (2012). Intervention research in couple and family therapy: A methodological and substantive review and an introduction to the special issue. *Journal of Marital and Family Therapy*, 38(1), 3-29.
(3) Karam, E. A., & Sprenkle, D. H. (2010). The research-informed clinician: A guide to training the next-generation MFT. *Journal of Marital and Family Therapy*, 35, 307–319.

Discuss take home research area.

Week 4: February 15 (holiday)/19: **Family Assessment & Measurement**

- (1) McGoldrick & Gerson, Genograms in Family Assessment
(2) Family Therapy Chp. 5
(3) Kaslow, N. J., Broth, M. R., Smith, C. O., & Collins, M. H. (2012). Family-based interventions for child and adolescent disorders. *Journal of Marital and Family Therapy*, 38(1), 82-100.

*** In Class Genograms start Friday the 19th**

*Week 5: February 22/26: **Developmental and Attachment Models of Family**

- (1) Lebow Chapter 2;
(2) JCCP Attachment Theory & Psychotherapy articles, e-reserve
(3) Hughes: Chapters 1 & 2, Attachment Focused Family Therapy
(4) Konofsky & Lieb 2007: Control Mastery Theory

Danette Wollersheim, PhD will guest lecture on February 26.

***Week 6: February 29/March 4: ADHD & Externalizing Behavior Problems**

- (1) Lebow Chapter 3, 4
- (2) Parenting Practices in Parent Management Training-Kazdin
- (3) Hogue, Treatment Adherence MDFT
- (4) Family Functioning in School years and Externalizing-Johnson
- (5) Sensitive Parenting-Wagner et al (2015)

***Week 7: March 7/11: Adolescent and Family Drug Abuse**

- (1) Lebow Chapters 6 & 7, 10
- (2) Flicker, et al , Functional Family Therapy.
- (3) Demand Withdraw and Adolescent Drug Abuse-Rynes, et al
- (4) Hogue, et al MDFT (2006)

***Week 8: March 14/18: Families with Trauma**

Take home due

- (1) Lebow Chapters 12 & 16
- (2) Mindfulness, Mode Deactivation and Family Therapy (2014)
- (3) PTG and Family-Berger and Weiss (2009)
- (4) Children's Communication about Distressing Events: the role of Family openness and other attributes-Lutz, et al

Guest lecture on March 18: TBA

***Week 9 March 21/25: Couples Therapy**

- (1) Gottman- Science of Trust
- (2) Gurman-Couples Therapy
- (3) Lebow-Chapter

***Week 10: March 28/April 1: Family Therapy and Behavioral Health**

- (1) Parent and Family Influences on Pediatric Chronic Pain
- (2) Parent Illness, Family Functioning and Adolescent Well-being (2005)
- (3) Pediatric Obesity-Methodological and Conceptual Challenges from Family Psychology
- (4) ACA and Family Psychology

April 4 and 8 SPRING BREAK

Week 11: April 11/15: Divorced and Step Families

- (1) Lebow, Chapters 19 & 20
- (2) PMTO, Oregon Model with Stepfamilies

Week 12: April 18/22 Multi-cultural issues

- (1) Liddle et al, Chaps.16;
- (2) McGoldrick, et al., Ethnicity & Family Therapy, Chaps. 1, 2

Week 13: April 25/29: **Gender, Sexual Orientation**

- (1) McGeorge et al
- (2) APA statement on competencies
- (3) Coming to Terms with Coming out: Review and Recommendations for Family-focused research- Heatherington and Lavner

Guest presentation; *more readings from guest lecturer*

Week 14: May 2/6: **Ethical Issues**

- (1) Ethical, Legal Professional Issues, Piercy, Sprenkle,
- (2) AAMFT Ethical Guidelines; Guidelines specific to Family and couples Practice

Week 15: May 9: **Finals Week: Papers due.**

In Class presentations and sharing of outlines

No Required Texts:

I will also have articles that I email to you (or Moodle; working on this) on a regular basis. The first two numbers (1 and 2) listed I will expect you to **read for class** and review in your **weekly DISCUSSION questions**. The balance are for your future reference or use for your own papers and facilitated discussion.

Course Objectives:

This course is designed to address several dimensions of your professional development as psychologists. My first goal is to increase your conceptual picture of the “normal” family and to challenge you to begin to think broadly about family functioning in terms of health, resilience, and adaptation. Second, through exploring family psychology and its science, I intend for you to be aware of the complexity of family study. However, with greater understanding the possibility of examining family and/or couples variables in research becomes more evident and available.

Additionally, through exploring therapeutic approaches to practice I expect that you will increase your understanding of family systems “thinking” and learn to differentiate schools of thought, practice, and research as they are currently apparent. Evidenced based practice in family therapy is building strong models and we will explore several of these over the course of the semester.

Finally, throughout the course we will examine your own family of origin in order to increase your awareness of your own personal assumptions and how these may affect your theoretical conceptualization and work with families. This means that the course will involve your sharing your experiences and opinions as well, and also information about your family of origin. As a result, this class may be conceptually and personally challenging. Your willingness to accept the

challenge will influence what you take home. You are expected to choose what you will share and not share, and respect and observe the confidentiality of what others choose to share. The intention of this course is to allow you to deepen your understanding of science, practice, and self, in order to enrich your professional development and understanding of the field and also to prepare you to evaluate your readiness and interest in working as a family therapist.

Skills:

Family Psychology understanding and thinking requires both breadth and depth in the family field. This includes exposure to thinking, research, and practice as well as self-examination and critical analysis of current theory and practice. The material covered and the experiential components of this course are designed to facilitate the skill development for, and the understanding of, family therapy science and practice.

Evaluation & Requirements:

1. Active participation in class discussion, exercises, and role-plays. This is seen as essential to assimilating the information and professional growth. Weekly double-spaced paragraph of DISCUSSION QUESTIONS for that week's reading, DUE SUNDAY at 9PM. I expect one (1) question that you hope to get discussed and explored as a group in class for each reading (10 point scale). You are expected to attend every class. If you must be absent, leave a message on my voicemail x2081 or e-mail (christine.fiore@umontana.edu). You are allowed two excused absences before your grade will be dropped automatically. When necessary, I will communicate by e-mail. You will be expected to check your e-mail regularly to ensure that you do not miss information. (25% of your grade)
2. Genogram presentation, chapter practice/theory facilitated discussion, and final paper presentations will be required for each student as components of your participation. You will be able to pick the chapter/topic that you have interest in presenting and use this for your final paper. The presentations will not be graded but are intended to be experiential.
3. There will be a mid-semester take home exam. The handout will be given and due March 19 by email. The exam will focus on knowledge and integration of material from family psychology research. You will apply an area, method and measures in developing a study of an area of family psychology. Readings, class discussion, application and integration of your own ideas will be expected in your work. Grading will be based on quality of answering the questions, presentation and clarity of ideas, and your ability to apply and integrate information. (35% of your grade)
4. Final paper: Paper is due Monday May 9th in my box. The research paper is on the application of a family therapy approach with a specific clinical population (family therapy with eating disorders, substance abuse, sexual abuse, conduct disorders, etc.). You may use information gathered in your mid-term but paper should address the literature on what current practice is and what has been demonstrated to have efficacy or not, and the evidence-based practice knowledge for your treatment area. Please be clear about how the therapy is applied or used in this population. Your written paper should be 12 pages

minimum and 15 pages maximum. You should include a brief abstract and bibliography to be shared with your classmates. (40% of your grade).

Required Readings:

Bullard, L., Wachlarowicz, M., Forgatch, M., DeGarmo, D., DeLeeuw, J., Snyder, J., Low, S. (2010) Effects of the Oregon Model of Parent Management Training (PMTO) on Marital Adjustment in New Stepfamilies: A Randomized Trial. Journal of Family Psychology, Vol. 24, No. 4, 485–496.

Flicker, S. M., Turner, C. W., Waldron, H.B., Brody, J. L., & Ozechowski, T.J. (2008) Ethnic Background, Therapeutic Alliance, and Treatment Retention in Functional Family Therapy With Adolescents Who Abuse Substances. Journal of Family Psychology, Vol. 22, No. 1, 167–170.

Hogue, (2008) Treatment Adherence, Competence, and Outcome in Individual and Family Therapy for Adolescent Behavior Problems. Journal of Consulting and Clinical Psychology, Vol. 76, No. 4, 544–555.

Green, M.S., Murphy, M.J., Blumer, M., Pamanteer, D. (2009). Marriage and family therapists comfort with gay and lesbian individuals couples, and families. *American Journal of Family Therapy*, Vol. 37(2), pp.159-168.

Hughes, D. A. (2007). Attachment-Focused Family Therapy. New York: Norton.

Hecker, L.L., Piercy F.P. (1996). Ethical, Legal and Professional Issues. In Piercy, F.P., Sprenkle, D.H., Weltcher, Family Therapy Sourcebook, 422-451. New York: Guilford

Kazdin, A.E. Whitley, M.K. (2006) Pretreatment Social Relations, Therapeutic Alliance, and Improvements in Parenting Practices in Parent Management Training. *Journal of*

Liddle, H.A., Santisteban, D.A. Levant, R. F., Bray, J. H. (2002). Family Psychology Science-based Interventions Washington, DC: APA Books.

McGeorge, C. Carlson, T.S. (2011) Deconstructing Heterosexism : Becoming and LGB affirmative Heterosexual Couple and Family Therapist. Journal of Marital and Family Therapy, Vol. 37, No. 1, 14–26.

McGoldrick, M., Gerson, R, Petry, S. (2008). Genograms in Family Assessment and Intervention. New York: Norton.

Rotheram-Borus, M. J., Swendeman, D., & Chorpita, B. F. (2012). Disruptive innovations for designing and diffusing evidence-based interventions. *American Psychologist*, 67(6), 463.

Sessen, M. Hecker, L. L. (2001) Ethical Issues Endemic to Couple and Family Therapy. In, Sessen, M. Ethical and Professional Issues in Couple and Family Therapy. New York: Routledge/Taylor & Francis Group, pp. 225-241.

Walsh F (2011) Changing Families in a Changing World: Reconstructing Family Normality. In Froma Walsh (Ed.), Normal Family Process. New York: Guilford Press.

Woolley, S.R., Butler, M.H., Wampler, K.S. (2000). Unraveling Change in Therapy: Three Different Process Research Methodologies. The American Journal of Family Therapy, 28:311–327.